

Exploring the implementation of continuous assessment learner activities in marginalized Zimbabwean secondary schools: A literature perspective

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ABSTRACT: *This study sought to explore implementation of the continuous assessment learner activities (CALA) in marginalized secondary schools. Transformative paradigm, and qualitative approach formed the methodological framework that guided the data sourcing, analysis and discussion of the findings. In this context records were identified from grey literature, duplicate sources were removed before screening, thereafter screening was done with some being excluded based on either their abstracts or content. The articles, which met the inclusion criteria were interrogated through content analysis. Findings indicate that the Ministry of Primary and Secondary Education through policy circulars has conventional efforts to reorient marginalized secondary schools' CALA. Though the decision to introduce CALA in marginalized secondary schools was noble, it was negatively affected by ineffective planning, and preparation. These in one way or the other have contributed negatively to the implementation of CALA in marginalized secondary schools. In light of these findings, the study recommends that alternative CALA implementation strategies that are inclusive and further staff development activities that address misconceptions on this new approach to assessment.*

KEYWORDS: Continuous assessment learner activities; exploring; perspective; marginalized secondary school.

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1. Introduction

Education has been seen as an instrument for servicing the development needs of societies. However, the education system has been under increasing criticism for high stakes examinations hurting learners' achievement, and it should be reduced to a minimum (Harlem & Crick, 2003). In response learning today has shifted from a traditional teacher-centered to learner-centered approach to accommodate the advancement of learners' educational needs (Crawford, 2014). Thus, this approach to learning requires the learners to be actively engaged in learning activities, and not only the receiver of the information (Mkimbili, 2018). This includes a learner-centered approach to assessment linked to the learning process (Huba & Freed, 2000; Mkimbili & Kitta, 2020). This has influenced stakeholders into reforming the curriculum in line with the expectations of society, and raise learners' achievement in learning activities (Manokore & Shava, 2021).

In this regard, the Ministry of Primary and Secondary Education's curriculum review came up with an assessment model that emphasizes both continuous assessment and summative examinations. These two are targeted at complementing each other in measuring the extent to which the learner has acquired the relevant knowledge, skills, and attitudes (i.e., grading purposes). In other words, this is a shift from the academic-orientated education, which gives much emphasis to the theoretical approach to learning to one that is geared towards the acquisition of competencies. Therefore, the introduction of CALA was deliberate as it focuses on the holistic development of learners through the acquisition of relevant knowledge, skills, and attitudes, which promote survival in any environment through completion of real-world activities (Ministry of Primary and Secondary Education, 2020). In other words, the inclusion of CALA points towards a transformation of the

way learners are being assessed to incorporate the assessment of the knowledge, skills, and attitudes in learning activities (Juet, Admire, et al., 2021; Ministry of Primary and Secondary Education, 2015). This new approach to learning was partly based on Nziramasanga (1999), which recommended the introduction of outcome-based learning in primary and secondary education. In this context, CALA is considered an effective strategy that can be used in learning in basic education geared towards appraising the instruction process (Sithole, Dziwa & Matsvange, 2021).

The new outcome-based curriculum is purported to be a broad-based approach to learning that is linked to employment-related knowledge, skills, and attitudes with school content in line with the global trends (Dube & Jita, 2018). This is in contrast with the old curriculum, which was inherited from the pre-independence education system that focused more on summative evaluation. It can be acknowledged that such terminal assessment procedures could be affected by unforeseen disturbances, and events on that particular day that would not reflect the learners' capabilities for the whole learning period. In response, the Ministry of Primary and Secondary Education introduced a model of assessment, and evaluation liberalized by grounded in whole or in part on continuous assessment of the progress of each learner (Ministry of Primary and Secondary Education, 2014). In addition, this new approach has centrally prescribed guidelines that outline the type of continuous assessment instruments to be used to achieve the ideals, and objectives of a given level of education (Dambudzo, 2015; Omebe, 2014). It is against this background that a new approach to learning in basic education in Zimbabwe advocates for a continuous assessment that captures learners' performance throughout the learning period. However, disjointedness in the planning, and preparation of CALA's implementation guidelines has been detected (Munikwa, 2011). For instance, teachers as curriculum implementers are seen as deviating from the decision makers' perspective (Manokore & Shava, 2021). It is in this context that this paper

sought to gain insight into implementation of the CALA in marginalized Zimbabwean secondary schools.

2. Methodology

This study adopted a transformative paradigm, and qualitative approach, which enables the researchers to gain an understanding of the issue under investigation in its natural environment or setting (Patton, 2014; Wondifraw, 2019). CALA is contextual and can be subjected to various interpretations from various stakeholders that are informed by context (Yanow & Schwartz-Shea, 2015). Hence, the inclusion of a multiple-case approach to guide data generation, presentation, and analysis with the view to provide answers to the issue at hand. The CALA policy documents were purposively sampled as sources relevant to data to be analyzed and interpreted to provide answers to the phenomenon under discussion (De Lisle, 2010). The table below illustrates the inclusion and exclusion criteria of the literature. Grey literature was generated from Zimbabwe Schools Examination Council and Ministry of Primary and Secondary Education policies and standards operation procedures. 150 peer reviewed journal articles were downloaded from google scholar. The search terms included Zimbabwe and any of the following: education, continuous assessment, primary and secondary education and curriculum. The gathered papers were selected firstly by removing 50 duplicate records. With the remaining 100 articles screened based on their abstract, and these were further screened through content analysis. 42 articles not covering CALA in their discussion were not considered as relevant sources for this review. Ultimately 58 articles based on either their abstracts or content were included in this study for a review. It is significant to acknowledge that data generation and analysis took place simultaneously, and iteratively (Creswell & Creswell, 2018). This enabled researchers to move forward, and backward to generate evidence numerous times, as well as permitting them to check on its trustworthiness. In addition, researchers were able to pick up new insights in an insightful way; rather than generating data, and

analyzing it as once-off activities (Chimbi & Jita, 2021). This allowed for a comprehensive data generation and sense-making of what curriculum documents expected both the secondary teachers and learners to do in CALA. This, therefore, called for an inductive approach to the analysis of responses that allowed for patterns, themes, and categories to emerge (Creswell, 2012; 2010; Maguire & Delahunt, 2017). It was after this data generation, and analysis that the researchers reflected on the findings, thereafter advanced a conclusion in line with the demands of the main research question. Due to the subjective nature of the methodological approach, and the interpretation of data from the consulted documents, the researchers sought to make the process of analysis as rigorous and as apparent as conceivable.

3. Findings and discussion

This paper is grounded in the realist perspective, which believes in an education system that is closely related to the learners' experiences in all imaginable facets of life (Chaube & Chaube, 2005). This realist perspective augers well for the development of a well-balanced person prepared to take up his/her role in society. Thus, through this form of teaching, and learning, marginalized secondary school learners should be adequately prepared to play a significant role in the advancement of science, technology, engineering, arts, and mathematics. It is in this context that the curriculum should be crafted in a way that inculcates what society believes to be worthwhile knowledge, skills, and attitudes. Hence in this paper, the researchers presume that this perspective provides a holistic approach to this issue under discussion was observed with the endeavor to address the needs of society as put forward by society itself (Munikwa, 2011).

This discussion moves away from the traditional model of learning that was guided by theories, which regarded learning as the transfer of knowledge from the teacher to the learners to a learner-centered approach (Gosling, 2009; Myr , 2015). Thus, the education system in Zimbabwe has shifted focus on assessment from decontextualized use of a single assessment

technique, to authentic, contextualised assessment practices, using multiple techniques with increased learner responsibility in the assessment process (Chiwiye, 2012). This new assessment culture is believed as being capable of enhancing classroom discourse and raising overall standards of learners' achievement (Coll, Exames & Hodges, 2014; Ministry of Primary and Secondary Education, 2015). In this regard, this article looks at the contextual definition of CALA; governance pillars and their influence on CALA in marginalized secondary schools; and planning, and preparation, for the implementation of CALA in marginalized secondary schools.

3.1 Continuous assessment learning activities as a concept

It should be acknowledged that education as a field requires tools, methods, and approaches, which facilitate the proper practice of teaching, and learning in different areas of specialty (Abah 2017; Winarso, 2018). In Zimbabwe, the curriculum policy dictates that teaching and learning in secondary schools be guided by learner-centered. Through this approach, this teaching, and learning look beyond mere memorization of concepts to ways in which learners think about their content, how they use it in their daily lives (Abah & Anyor, 2018). In addition, this connects the marginalized secondary school learners with the acquired knowledge, skills, and attitudes in the real world around them. This has brought new understandings in education leading to rethinking the nature of assessment (Norton, 2009). Thus, this new approach to education, views assessment as something that is greatly embedded in the teaching, and learning activities, with a focus on its process, and its products.

It is against this background that this section intends to define contextually CALA. Hence, in basic education CALA is considered a dynamic process through which learners are expected to achieve, or increase competencies, and change or modify habits in Science, Technology, Engineering, Arts, and Mathematics (S nchez-Ruiz, et al., 2021). It gives attention to the learners' gradually cognitive, psychomotor, and affective development during a given period

of schooling. Thus, one outstanding feature of this new approach to teaching, and learning in basic education is that it emphasizes continuous assessment of secondary school learners. This is geared toward creating a conducive environment for secondary school learners to gain knowledge; thinking, reasoning; character development; skills, and attitudes (Nziramasanga, 2018). This CALA is supposed to be done by teachers periodically to ascertain what secondary school learners would have gained in terms of knowledge, thinking, reasoning, character learning activities using various instruments like tests, assignments, projects, observation, interviews, etc. (Abonyi, Okereke & Omebe, 2005). Thus, this transformative model of assessing learners moves away from a singular final examination to a system of assessments where multiple forms of assessment become an integral part of the learning process, placement, and certification (Kapambwe, 2010). This demands that teachers take into thought the information acquired from all relevant sources concerning the learners, and closely related it to what is taught.

However, due to unavailability of connectivity has greatly affected marginalized secondary school learners to access information, which is a need to achieve the set objectives or goals (Kizlik, 2012). In addition, determining understanding through assessment is complex, since it (understanding) cannot be practiced. This makes the blending of assessment techniques in basic education justified by providing guidance, and feedback to secondary school learners (McCulloch, 2007; Ministry of Primary and Secondary Education, 2015). Therefore, CALA is viewed as a process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning with the view to improving the performance of learners (Ferreira & Schulze, 2014). From these aspects, it is clear that whatever view of assessment is posited, the common feature is the measurement of learner performance against set standards or benchmarks, as defined in the curriculum (Ministry of Primary and Secondary Education, 2015; Saeed, Tahir & Latif, 2018; Struyen, Dochy & Janssens, 2005).

3.2 Governance pillars, and their influence on the implementation of CALA in marginalized secondary schools

In this paper, governance is seen as a concept that makes up an image of the organizational, and management processes in a marginalized secondary school setup (Garira, 2014). Thus, it refers to procedures, guidelines, regulations, and establishments that give directions to marginalized secondary schools in the way they administer and control the implementation of CALA in their teaching, and learning. In addition, it is viewed as control of the teaching, and learning affairs within a marginalized secondary school by concerned stakeholders. In this framework, researchers consider a marginalized secondary school as a social establishment, where parents, school administration, and teachers interact conscientiously, and cohesively to achieve the national educational goals (Chikuvadze, Magutsa & Gonzo, 2021).

Learners' perception of their studies is strongly affected by the nature, and timing of assessment because apart from measuring the achievement of learning outcomes, it classifies or grades learners' achievement (Asale, 2017). Ultimately the attained grades determine learners' future progression with education, and employment prospects (Murphy, 2007). Thus, early assessment, particularly when it provides learners with timely feedback, is crucial in helping learners identify through locating where they might be going wrong, and what they need to do to improve (Matorevhu, 2019). It is in this regard that researchers call for an infusion of the governance pillars i.e., accountability, transparency, control, and responsibility in the implementation of CALA in marginalized schools. These act as the contributing factor to how effective the CALA can be are in terms of learners' acquisition of knowledge, skills, and attitudes.

This calls for all stakeholders (i.e., learners, teachers, parents, and district inspectorate) involved in the implementation of CALA in marginalized schools to be accountable for their actions through adherence to stipulated guidelines. In this case, CALA is not to be

considered as a mere paper exercise in the teaching, and learning practices, it ought to increase in value, and overcome some of the barriers to its implementation (Cooper, 2017). Thus, CALA cannot smoothly take off the ground in marginalized secondary schools, since the terrain it has to go through is presumed to be having some bumps, and humps (Dube & Jita, 2018). Hence, the need to create an environment that proffers good conduct practices grounded in codes of ethics envisaged in a set of values to be followed by all stakeholders. It is in this context that CALA is seen as being a vigorous and meaningful strategy that enhances an impartial, and precise strategy in assessing learners' progress continuously in marginalized secondary schools as compared to the summative examinations (McMillan, 2008).

In this scenario, teachers use a variety of CALA instruments such as written tests, observation, projects, and portfolios, since these have the potential to yield valuable information regarding marginalized learners' strengths, and weaknesses in their learning (Gonzales & Fuggan, 2012). CALA marginalized secondary school learners' effort, development, and achievement over some time, and emphasizes the application of knowledge, skills, and attitudes rather than simply recalling the taught information (Price, Pierson & Light, 2011). Through CALA learners are engaged in learning process hence they can monitor their progress, and achievement, and in strengthening collaboration with their teachers through establishing achievable targets (Popham, 2008). In addition, it encourages self-reflection and awareness amongst the marginalized secondary school learners as they review their previous assignments, and assess the strengths and weaknesses of both the processes as well as the final products.

It is crucial to acknowledge that parents and guardians are naturally the primary educators for marginalized secondary school learners as they are at times make decisions that affect their growth, and development (Bude, 2005). Hence, parents are strategically integrated into marginalized secondary schools' governance committees, and this enables them to create a strong foundation for

quality learning through their active participation in resource mobilization. Therefore, their active participation in the mobilization of resources for teaching, and learning activities empowers them to be involved in marginalized secondary school governance through grassroots-based decision-making (Watson, 2005). It can be acknowledged that their involvement in learning activities create a conducive environment for the marginalized secondary school teachers to make informed pedagogical decisions, which are closest to learners' needs, and to increase their pledge towards achieving the set targets (Bastianni, 2008; Hystek & Louw, 2009). This is a clear indication of the existence of a sense of shared roles, control, and responsibility between the key stakeholders in the planning, and preparation for the implementation of CALA in marginalized secondary schools.

It is significant to consider the role that teachers play in the planning, and preparation for the implementation of CALA in marginalized secondary schools. They are at the centre of the process where they are expected to alter the teaching, and learning environment, as well as provide learners with positive learning opportunities. This encourages dialogue between secondary school teachers and learners in the implementation of CALA through the sharing of experiences. This reinforces CALA planning, and preparation for implementation by focusing more on the demonstration of competence rather than just knowledge (Alastair, 2008). In return, this motivates learners to take responsibility, and ownership of the personal, and societal development-centered type of learning (Abera, Kedir & Beyabeyin, 2017). All this should be grounded in the secondary school teachers being accountable for the content, and methods that in one way or the other, take into cognisant learners' capabilities in assigning activities (Jabareen 2008).

Hence, on the part of the secondary school teacher CALA should be planned, and prepared in such a way that embraces the cognitive, psychomotor, and affective domains (Khali, Ramzy & Mostafa, 2013). Thus, it should suit the age, and experience of the learners, as well

as be introduced at a suitable level of education. In these activities, the role of the marginalized secondary school learners is not only seen as that of a contributor to the continuous assessment, and learning, instead it is believed to be a critical connector between them. Therefore, this requires accountability on the part of the learners since they are actively engaged in the implementation of CALA making sense of the demands of the activity at hand and relating it to prior knowledge and mastering the knowledge, skills, and attitudes involved. This provides feedback to teachers, examination boards, and parents on marginalized secondary school learners' outcomes and changes in behaviour (Katam, 2020). If this is done within the confines of the CALA guidelines this feedback provides information that can be used for purposes of improving the marginalized secondary school learners' competence levels (Abejehu, 2016).

3.3. Planning and preparation for the implementation of CALA in marginalized secondary schools

The above section articulated the influence of governance pillars on the planning, and preparation for the implementation of CALA in marginalized secondary schools. It is significant to acknowledge that the decision to develop a new curriculum framework was made in the context of the Zimbabwean government's focus on preparing learners for the needs of the 21st century (Kwaira, 2017). In achieving this goal all the stakeholders in the basic education sector namely: learners, parents, school administration, among others have a role to play in the planning, preparation, and implementation of various teaching, and learning activities. In this regard most research was carried out on areas such as the implementation of a competency-based curriculum (Nziramanga, 2018); teachers' concern regarding the implementation of the new curriculum (Zindi, 2018); celebrating the Ministry of Primary and Secondary Education curriculum framework for Zimbabwe (Makuvaza, 2018); and possibilities of enhancing the efficacy of the current curriculum review exercise through curriculum analysis (Maravanyika, 2018), but none has looked into issues to do

with teachers' role in the planning, preparation, and implementation CALA in the marginalized secondary schools. It is against this background that this section explores the planning, and preparation for the implementation of CALA under the auspices of the Ministry of Primary and Secondary Education's updated outcome-based curriculum.

In coming up with the new curriculum, which demands CALA as part of the assessment criteria, the government was aware that the administration of this strategy within schools will pose challenges to both the teachers and the educational system itself (Omebe, 2014). It is against this background that training programmes for teachers who were presumed to be at the centre of CALA's implementation in marginalized secondary schools. Under CALA, learners are supposed to carry out projects, and tasks in schools that constitute 30% of their coursework for the final examination for each subject (ZIMSEC, 2017). However, the roll-out of the induction programme had its challenges, such that marginalized secondary school teachers were not adequately equipped with relevant knowledge, and skills to match the demands of the work ahead. In addition, there is no uniform operational plan in place to enable uniformity in both standards and record-keeping across, and within marginalized secondary schools. In a way, this hinders the transfer of learners' progression records from school to school without much distortion to his/her previous records (Urenje, Chauraya & Chikunda, 2021). Hence, the need to develop a teacher education system receptive to the prevalent transformations in primary and secondary education (Kwaira, 2017).

According to Ferreira and Schulze (2014), CALA is a robust, and worthwhile tool that enhances a fair and accurate learners' assessment in marginalized secondary schools since it insists on providing feedback. This informs both the teacher, and learner about the learner's level of comprehension, and timely adjustments to be made (Abulnour, 2016). Thus, CALA involves tracking learner performance on an ongoing basis, measuring skills, and values such as innovation, problem-solving, collaboration, and

teamwork (Ministry of Primary and Secondary Education, 2015). This places teachers on a platform that enables them to determine the instructional approach to take during the learning process. In addition, it is significant to note that to implement CALA to its fullness, learners need to be involved as this provides them with a clear picture of what happens in the process (Hodges, Exames & Coll, 2014; Kapambwe, 2010). Therefore, this new approach to assessment is seen as a strategy, which teachers are supposed to use in their classrooms, and make collaborations with other marginalized schools for learners to gain knowledge, skills, and attitudes (Chaurura, 2017; Agonafer & Tadese, 2015).

In this context, secondary school teachers strive to link CALA to the real world through collaborative works, and the application of concepts, and methods to develop key competencies in learners (Brundiers, Wiek & Redman, 2010; Mkimbili & Kitta, 2019; Paulo & Tilya, 2014). In this context, CALA is considered a dependable means of enlightening partnerships between marginalized secondary schools, and this leads to a real transformation of learners' behavior (Kidane, 2013). This requires secondary school teachers to be clear on issues such as the content, and the methodology for them to effectively plan, and prepare so as to implement CALA in marginalized secondary schools (Kazu & Demiralp, 2016; Ornstein & Hunkins, 2004). However, under the prevailing situation marginalized secondary school teachers are groping in darkness since they cannot collaborate with colleagues in the same cluster or district in developing common tasks or projects for CALA. This is large since marginalized secondary school teachers lack pertinent knowledge, and skills on how to prepare tasks or projects for the learners (Mpapalika, 2014). With this, it becomes difficult for marginalized secondary school teachers to make adjustments to their operational plans to align to set standards (Kadziya & Ndebele, 2020; Ministry of Primary and Secondary Education, 2015).

Of utmost concern is that some marginalized secondary schools have a high teacher-learner ratio in most of the subjects, and in a way, this

can be an obstacle to planning, and preparation for the implementation of CALA (Mpapalika, 2014). It is against this background that the district, provincial, and national education officials are supposed to closely supervise, and monitor how teachers plan, and prepare for the implementation of CALA in marginalized secondary schools (Paulo, 2014). This enables education officials in their different capacities to offer necessary methodological backing in different areas of specialty. Nevertheless, the situation obtained on the ground is that there is insufficient supervision, and monitoring by the education officials of marginalized secondary school teachers on the planning, and preparation for the implementation of CALA.

The other issue is that syllabuses content to be covered in different subjects are too long for it to be covered within the prescribed time frame (Mpapalika, 2014). This is in a way hinders the smooth flow of CALA as it will be difficult to efficiently allocate the tasks, and projects to learners within the packed array of subjects (Sithole, Dziwa & Matsvange, 2021). In this case, this compartmentalization of knowledge per subject tends to limit learners' ability to acknowledge how these subjects that form the new curriculum complement each other (Dambudzo, 2015). In addition, on the part of the teachers, the stressful workload affects their CALA planning, preparation, and implementation in marginalized secondary schools. Ultimately it forces secondary school teachers to concentrate more on content coverage (i.e., knowledge) at the expense of inculcating into learners the relevant skills, and attitudes (Gudyanga & Jita, 2018; Mkimbili, 2018).

In this context, teachers in marginalized secondary schools rarely use assessment tools such as projects, portfolios, practical work, among others in the learning process due to the scarcity of resources (Paulo, 2014; Wandela, 2014). This encourages superficial learning, with teachers providing mostly short evaluative comments with no directive on what to improve. Consequently, this form of learner assessment can hardly be utilized to improve learning in marginalized secondary schools (Saliu-Abdulah, 2018).

2019; Yashim & Jibrin, 2020). Hence, the call for a new approach to staff development is premised on the belief that secondary school teacher learning is a multi-faceted process grounded in receiving well-written, and comprehensive instructional material (Munikwa, 2011).

In this context, the new approach to learning goes against the existing mode of staff development in primary, and secondary education, which is a one-off workshop. In this induction workshop, CALA guidelines are introduced to the teachers, without a framework to support their long-term learning in their respective marginalized secondary schools (Ornstein & Hunkins, 2013). As a result, this tends to be a mechanistic paradigm for educational transformation with little value to the learning process (Nsengimana, et al., 2020). It can be argued that this tends to promote the existing ways of since teachers are left with underdone ideas on how to incorporate CALA in learning activities in their respective subjects (Madondo, 2020; Mufanechiya & Mufanechiya, 2020). Therefore, having marginalized secondary school teachers who are hesitant about their role in the planning, preparation, and implementation of CALA is disadvantageous to the achievement of set objectives.

From the above discussion, researchers acknowledged that there is no harmony between the syllabuses, and the assessment framework when it comes to the planning, and preparation for the implementation of CALA in marginalized secondary schools (Manokore & Shava, 2021; Zimbabwe Schools Examinations Council, 2017). Therefore, this establishes some conflicts between the policy intentions, and what obtains on the ground i.e., the Secretary for Primary and Secondary Education's circular stipulates that Zimbabwe Schools Examination Council was supposed to development of tasks, but what is happening on the ground is that teachers are the

once formulating tasks, project, and assessing the learners (Chinangure & Chindanya, 2019). Thus, departmental policies, and other Ministry policies are not yet aligned with the new approach to learning (Ministry of Primary and Secondary Education, 2020; Omebe, 2014; Shava, 2020). This limited teacher capacity development hinders their effective planning, and preparation for the implementation of CALA in marginalized secondary school Gasva & Phiri, 2020; Sithole, Dziwa, & Matsvange, 2021).

4. Conclusion

From the foregoing discussion, it has become evident that CALA is now part of the examination process in Zimbabwe's primary, and secondary education. Hence all the concerned stakeholders need to be held accountable for and should be responsible, and in control of the proceedings targeted at achieving worthwhile outcomes. However, there are loose ends to tie up before the implementation of CALA in marginalized secondary schools. Based on the above discussion, it can be concluded that ineffective planning, and preparation, by the Ministry of Primary and Secondary Education has contributed negatively to the implementation of CALA in marginalized secondary schools. In the light of these findings, the study recommends that for the formulation of strategies that enable teachers' equal access, and opportunities in the decision-making platforms as they are the implementers of the initiative. There is a need for society not to overlook the significance of teachers in the process since they are the gatekeepers who play an important role in determining the success or failure of this noble ingenuity in marginalized secondary schools. From this discussion, it was noted that a further study be conducted on the challenges encountered by teachers when implementing the principle of CALA in marginalized secondary schools.

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